	Universitas Negeri Surabaya **Faculty of Social and Political Sciences,** **Social Sciences Education Masters Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Qualitative Research Methodology		8712003091		Compulsory Study Program Subjects		T=3	P=0	ECTS=6.72	1	July 17, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**		
		Prof. Dr. Sarmini M.Hum			Prof. Dr. Sarmini M.Hum			Dr. Agus Suprijono, M.Si.		

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)

PO - 1	Analyzing basic research concepts with full responsibility for developing them in problem-solving research and disseminating results
PO - 2	Analyzing qualitative research paradigms is full of responsibility for developing them in problem-solving research and disseminating results
PO - 3	Develop research background, research problem formulation and research objectives with full responsibility for developing them in research problem solving and disseminating results
PO - 4	Developing a literature review with full responsibility for developing it in problem-solving research and disseminating the results
PO - 5	Designing research methods with full responsibility for developing them in problem-solving research and disseminating the results
PO - 6	Developing research instruments with full responsibility for developing them in problem-solving research and disseminating the results
PO - 7	Designing a qualitative research proposal with full responsibility for developing it in problem-solving research and disseminating the results
PO - 8	Analyzing qualitative research reports is full of responsibility for developing them in problem-solving research and disseminating the results

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7
PO-8

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																

Short Course Description	Examining the nature, basic concepts of research and research methods, research paradigms, qualitative paradigms, ability to write background of problems, formulate problems, create research objectives, strategies for designing and compiling literature studies, understanding and writing research methods, understanding and selecting research instruments, able to compile and report research results, and be able to carry out scientific communication by focusing on discussions on the development of social phenomena in general, with reflection mechanisms, workshops, discussions and observations in society, by emphasizing the character of integrity (discipline, honesty and responsibility), work ethic and solidarity

References	**Main :**	
	1. Creswell, John W. 1994. Research Design Qualitative and Quantitative Approach. London : Sage. 2. Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sage. 3. Filmer, P. 1972, "On Harold Garfinkel's Ethnomethodology", dalam New Directions in Sociological Theory, P. Filmer et.al (eds). London : Collier MacMillan. 4. Garfinkel, H. 1967. Studies in Ethnometodology. Englewood Cliffs : Prentice-Hall. Bab 1-3.	
	Supporters:	
	1. Suparlan, Parsudi. 1994. Metode Penelitian Kualitatif. Jakarta : Program S2, Kajian Wilayah Amerika Universitas Indonesia	

Supporting lecturer	Prof. Dr. Sarmini, M.Hum.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Analyze the basic concepts of research	1. Can explain the meaning of research from various experts 2. Can formulate basic concepts using your own words	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Response to cooperative learning, project-based learning, reviewing 3 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	**Material:** Basic research concepts **References:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	5%
2	Analyzing qualitative research paradigms	1. Analyzing the positivistic paradigm 2. Analyzing the postpositivistic paradigm 3. Analyzing the integrative paradigm 4. Analyzing the constructivist paradigm 5. Analyzing critical paradigms	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Project-based cooperative learning response reviewing journal articles 3 x 50 minutes	Independent learning assignment compiling a 1 X 60 bibliography annotation	**Material:** Qualitative Research Paradigm **Bibliography:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.* **Material:** Qualitative Research Paradigm **Literature:**	2%

3	Analyze qualitative research approaches	Analyzing phenomenological research approaches	**Criteria:** 1.Benchmark Assessment Criteria 2.Knowledge 45% attitude 10% skills 45% **Form of Assessment** : Project Results Assessment / Product Assessment	Response to cooperative learning, project-based learning, review of 3 x 50 journal articles	Independent assignment to compile a 1 X 60 bibliography annotation	**Material:** Qualitative Research Paradigm **Bibliography:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	2%
4	Analyze qualitative research approaches	Analyzing ethnomethodological research approaches	**Criteria:** 1.Benchmark Assessment Criteria 2.Knowledge 45%, Skills 45%, attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Cooperative learning response to project-based learning compiling 3 x 50 bibliographic annotations	Independent learning assignment to review 1 X 60 journal articles	**Material:** Techniques for composing background, problem formulation and research objectives **References:** *Creswell, John W. 1994. Research Design Qualitative and Quantitative Approach. London : Sages.*	7%
5	Analyze qualitative research approaches	1.Analyzing ethnographic research approaches 2.Analyze the case study research approach	**Criteria:** 1.Benchmark Assessment Criteria 2.Knowledge 45% Skills 45% attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Cooperative learning response to project-based learning compiling bibliographic annotations 3 x 50 minutes	Independent learning assessment reviewing 1 X 60 journal articles	**Material:** Research background documents, objectives and problem formulation **References:** *Creswell, John W. 1994. Research Design Qualitative and Quantitative Approach. London : Sages.*	7%
6	Develop background, problem formulation and objectives of qualitative research	1.Develop research background 2.Develop a research problem formulation 3.Develop research objectives 4.Developing research benefits	**Criteria:** 1.Benchmark Assessment Criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Cooperative learning response to project-based learning develops the background of problem formulation and research objectives and benefits 3 x 50	Independent learning assignment to review 1 X 60 journal articles	**Material:** Strategies for Compiling Literature Reviews **:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	7%
7	Develop a literature review strategy in research	1.Analyze the stages of preparing a literature review 2.Compile the state of the art in literature review 3.Develop a research roadmap	**Criteria:** 1.Benchmark Assessment 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Cooperative learning response to project-based learning compiling a literature review 3 x 50 minutes	Independent learning assignment to compile 1 X 60 citations	**Material:** Compiling a literature review used in research **. Literature:** *Creswell, John W. 1994. Research Design Qualitative and Quantitative Approach. London : Sages.*	7%

8	UTS	Mastering the theoretical aspects of qualitative research	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% attitude 10% **Form of Assessment** : Test	Written test 3 x 50	Written test 1 X 60	**Material:** In accordance with the UTS questions. **Reference:** *Creswell, John W. 1994. Research Design Qualitative and Quantitative Approach. London : Sages.*	0%
9	Designing qualitative research methods	1. Explain the research design 2. Analyze the research focus 3. Analyzing concept indicators 4. Analyzing data sources 5. Develop research instruments	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Responsive cooperative learning project-based learning designing research methods 3 x 50	Independent learning assignment to review 1 X 60 journal articles	**Material: How to develop library** research methods : *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	7%
10	Designing qualitative research methods	1. Analyze data collection techniques 2. Analyze data analysis techniques	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Responsive cooperative learning project-based learning designing research methods 3 x 50 minutes	Independent learning assignment to review 1 X 60 journal articles	**Material: Developing Library** Research Methods : *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	7%
11	Develop a qualitative research proposal	Produce qualitative research proposals	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Responsive cooperative learning project-based learning designing research proposals 3 x 50	Independent learning assignment to review 1 X 60 journal articles	**Material:** Developing Instruments **Literature:** *Creswell, John W. 1994. Research Design Qualitative and Quantitative Approach. London : Sages.*	10%
12	Develop a qualitative research proposal	Produce qualitative research proposals	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Response to cooperative learning, project-based learning, creating 3 x 50 research proposals	Independent learning assignment to review 1 X 60 journal articles	**Material:** Qualitative Research Design **Bibliography:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	7%

13	Develop qualitative research proposals	Produce qualitative research proposals	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Responsive cooperative learning project-based learning Preparing a qualitative research proposal 3 x 50 minutes	Independent learning assignment to review 1 X 60 journal articles	**Material:** Developing a qualitative research design **References:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	7%
14	Develop qualitative research reports	Produce qualitative research report designs	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Responsive cooperative learning project-based learning designing 3 x 50 minute qualitative research reports	Independent learning assignment reviewing 1 X 60 journal articles	**Material:** Many research reports **Library:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	10%
15	Develop qualitative research reports	Develop techniques for writing qualitative research reports	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Response to cooperative learning, project-based learning, preparing a 3 X 50 qualitative research report design	Independent learning assignment review of 1 X 60 journal articles	**Material:** Preparing a **Library Research Presentation:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	15%
16	Final exams	Mastering the practical aspects of qualitative research methods	**Criteria:** 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Test	Written test 3 x 50	Written test 1 X 60	**Material:** Final Semester Exam Questions **References:** *Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sages.*	0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.

6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.